DOCUMENT RESUME

ED 091 466 UD 014 212

TITLE	Guidelines for After-School Workshops: A Manual for Teacher Trainers.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Office of Personnel.
PUB DATE	Feb 67
NOTE	67p.
AVAILABLE FROM	Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 ($1.50)
EDRS PRICE	MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	*After School Programs; Audiovisual Aids; Curriculum Development; Educational Diagnosis; *Inservice Teacher Education; *Manuals; Mathematics Instruction; Parent Conferences; Reading Instruction; School Community Relationship; Social Studies; Teacher Educators; *Teacher Workshops; *Urban Teaching
IDENTIFIERS	New York City

ABSTRACT

Because of the large increase in the number of new teachers and because of the importance of insuring disadvantaged children the best possible quality integrated education, an after-school workshop program for the training of these teachers is being offered, funded under PL 89-10, the Elementary and Secondary Education Act. These workshops will supplement and enrich ongoing training programs. It is hoped that such training will be continued from now on for new teachers entering our schools. The program of after-school workshops for new teachers has several distinguishing features. Firstly, it is a decentralized program in which assistant principals develop procedures under the direction of their principals and field superintendents. In this way, workshops can be adapted most effectively to the needs of the school, the community, the participants, and the pupils. Secondly, it is a practical program. The teacher trainers are experienced staff members who know the realities of classroom instruction, routines, and relationships and who can transmit these realities to their newer colleagues. The workshop supervisors are assistant principals who are equally aware of what is most necessary in teacher orientation and training. The initiative, energy, and stimulation of these teacher trainers and workshop supervisors are the factors that will make the program function. (Author/JM)

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GUIDELINES for AFTER-SCHOOL WORKSHOPS

A Manual for Teacher Trainers

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foreword

This fall, several thousand teachers, both regular and substitute, have begun service in our schools. A large number of these recently licensed teachers have been assigned to schools with disadvantaged children. In past years, individual schools and districts have organized a variety of approaches and programs to meet the problem of orientation and in-service training of new teachers. Now in addition, because of the large increase in the number of new teachers and because of the importance of insuring disadvantaged children the best possible quality integrated education, an after-school workshop program for the training of these teachers is being offered. These workshops will supplement and enrich ongoing training programs. It is hoped that such training will be continued from now on for new teachers entering our schools.

For the first time, we have funds to enable all districts to expand their programs of orientation and in-service training. Our new teachers need the special training that you, as teacher trainers and supervisors, can give them; they need your guidance; they need your encouragement. You have the experience, the ability, the professional attitude and the enthusiasm that are requisites for the success of the workshop program. Our children as well as our new teachers will benefit greatly from your dedicated efforts.

This manual will provide you with help and direction in carrying out a program of importance to our schools and our pupils.

Bernard E. Donovan
Superintendent of Schools

introduction

The program of after-school workshops for new teachers has several distinguishing features.

First it is a decentralized program in which assistant principals develop procedures under the direction of their principals and field superintendents. In this way, workshops can be adapted most effectively to the needs of the school, the community, the participants and the pupils.

Second it is a practical program. The teacher trainers are experienced staff members who know the realities of classroom instruction, routines and relationships and who can transmit these realities to their newer colleagues. The workshop supervisors are assistant principals who are equally aware of what is most necessary in teacher orientation and training. The initiative, energy and stimulation of these teacher trainers and workshop supervisors are the factors that will make the program function.

This manual has been prepared as an aid in the conduct of the workshops. It provides suggested guidelines, activities, approaches and materials; in short, it is a kind of resource bulletin. Originally it was issued in mimeographed form. Now it has been revised in accordance with assessments and recommendations of assistant principals supervising the workshops.

I am grateful to the supervising principals and the teacher trainers for their help and to Assistant Superintendents Abraham

Wilner and Stuart C. Lucey who were instrumental in the planning of the contents. In particular, I wish to express my appreciation to:

Mr. Joseph A. Mandina, Project Director, for supervising the organization of the manual and writing the general guidelines.

Mr. Mortimer Abramowitz, Principal of P.S. 203, Queens, for writing the elementary school section.

Mr. Simpson Sasserath, Principal of Central Commercial H. S., for writing the intermediate and junior high school section.

Mrs. Ruth Heller, Nathaniel Hawthorne Junior H. S., for designing the cover and assisting with the format.

THEODORE H. LANG
Deputy Superintendent of Schools
Office of Personnel

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PART I

GENERAL GUIDELINES FOR AFTER-SCHOOL WORKSHOPS

1. *Teacher Trainees*

All recently licensed teachers, regulars and substitutes, on the elementary and intermediate and junior high school levels, who have been assigned to special service, transitional, or open enrollment schools, are eligible to enroll. Other teachers in need of special assistance, guidance and training who are instructing disadvantaged pupils may be included.

Registration and attendance at after-school workshops is voluntary but those teachers who enroll will be expected to attend regularly and to complete the course.

It is to be noted that the provisions of P.L. 89-10, The Elementary and Secondary School Education Act, govern the selection of trainees. In effect, the workshops are restricted to teachers engaged in serving disadvantaged pupils.

At present there is no provision for the conduct of after-school workshops for teachers in the senior high schools.

2. *Teacher Trainers and Supervisors*

Teacher trainers are to be selected by principals with the approval of the district superintendent. The following criteria should guide the principal in making selections. Teachers should be selected who:

a) are on permanent tenure, and have a minimum of 3 years experience on regular license,
b) have served in the school for at least one year,
c) enjoy leadership status and excellent rapport with their colleagues,
d) are highly skilled in teaching techniques, classroom management, etc.,
e) are effective as discussion leaders,
f) are interested in and sympathetic to new teachers and their problems.

The principal is authorized to utilize assistant principals as well as experienced teachers as teacher trainers where, in his judgment, this is in the best interests of the program.

Under the direction of the District Superintendent, workshops will be supervised by assistant principals, on the basis of one supervisor for every 3 to 5 workshops. Supervisors will have responsibility for evaluating and improving practices in each workshop, carrying successful practices from one workshop to another and helping with any problems that may arise. One effective way of sharing ideas and practices is the regular issuance of a district newsletter.

Workshop supervisors will also have the opportunity to discuss and exchange information and suggestions at regularly scheduled conferences with the Project Director.

3. *Schedules*

Workshop sessions will commence as soon as possible. A session consists of two hours but many schools and districts will find it advisable to schedule one hour meetings (half sessions) twice weekly. Any combination of two hour or one hour meetings should not exceed forty hours or twenty sessions for the year.

Workshops are to be so scheduled as to continue through the Spring term up to May 15. At the outset, meetings should be held weekly and later may taper off to bi-weekly sessions.

Care should be exercised in scheduling sessions so as not to conflict with any mandatory courses or with regularly scheduled school staff conferences.

4. *Organization and Administration*

The organization and administration of the after-school workshops should be based upon the needs and interests of the teacher trainees and the problems confronting the schools and the district. Experimentation as to type and structure is highly desirable. There should be flexibility in any or all of the following: length of meeting, location of workshop, number of trainees attending a particular workshop or a particular session of the workshop, the number of teacher trainers responsible for the conduct of a

single workshop course, the use of specialists as teacher trainers, and the length of the interval between workshop sessions.

As to length of meetings, some workshops may consist of forty (40) one hour meetings. Others may be scheduled for twenty (20) two hour sessions. A combination of one hour and two hour meetings not to exceed forty hours, length of meeting to be dependent upon the type of activity involved, may prove best for some schools or districts.

As a usual practice, workshop meetings should be held in the home school of the trainees. Schools with large numbers of trainees may find it necessary to organize two or more workshops. On the other hand, schools with an insufficient number of enrollees for the workshop program should encourage enrollment at neighboring schools.

District superintendents may elect to place some or all workshops in a centrally located school or schools.

The restrictive provisions of PL 89-10 must be applied to the location of after-school workshop centers; i.e., they should be located in special service schools, transitional schools, or open enrollment schools.

In general, the ratio of teacher trainees to instructors is 8 to 1. However, workshops may combine for some activities and meet in much larger groups. Conversely, a teacher trainer may at times meet with three or four trainees for special individual training. Again, the superintendent may schedule district-wide meetings of workshop trainees.

The number of sessions assigned to the teacher-trainer is dependent upon both the particular skills of the instructor and the needs of the trainees. For example, a teacher trainer who is a specialist in Reading may lead a workshop for several sessions. The next two or three sessions may be conducted by a teacher specialist in Mathematics or Science or Social Studies.

In short, several instructors may be responsible for one workshop group. Where there is need, specialists from one school may be called upon for a session or two in a neighboring school. At times, the use of district specialists may be required.

On the other hand, some schools may wish to use a single teacher trainer for the same workshop group throughout.

In many schools and districts, workshop groups may be so organized as to utilize both the specialists and the single coordinating teacher trainer. In such instances, the number of trainees in a given workshop will be substantially increased. For example, a workshop group of twelve trainees can retain a single or coordinating instructor throughout, employ specialist teacher trainers for half the sessions, and still remain within the budgetary allotment. In brief, the organization of workshop groups and the number of trainees meeting at a given time will vary with the way in which teacher trainers are assigned.

The frequency of workshop meetings is highly variable as to school and as to district. At the outset, it may prove desirable to conduct workshops on a weekly basi . Later on, meetings may be scheduled every two or three weeks so that guidance, assistance, and training can be carried on through the Spring term. The availability of the trainees should be a prime consideration in setting up tentative schedules.

Workshops in the intermediate and the junior high schools may differ widely from those in the elementary schools. For example, where there are a sufficient number of trainees, workshops may be organized on the basis of subject license. In the elementary schools, two levels, early childhood grades and intermediate grades, may be the basis for setting up separate workshop groups.

5. *Responsibilities of Principal and Supervisory Staff*

The principal and his supervisory staff can utilize their leadership in the recruitment of trainees, recognizing the fact that the workshops should be an important supplement and enrichment of the school's ongoing teacher training program.

In selecting teacher trainers, the principal should be certain to choose those whose leadership and rapport with the staff will attract eligible teachers to enroll in the workshop courses.

The principal should make provisions for space. A comfortable room, such as a Teachers' Lounge, or the Library, may often prove more suitable than a conventional type of classroom.

The principal should make available to the workshop leaders instructional materials and audio-visual equipment as needed.

The principal will be responsible for approval of the attend-

ance sheets, time sheets, and payroll forms. Secretarial assistance will be provided.

Teacher trainers will make time reports in duplicate using the form, "Personnel Time Report for Non-Itinerant Employees." Time sheets are to be submitted monthly to the principal for signature. The principal will forward one copy to the assistant superintendent.

Teacher trainers and workshop supervisors will also keep records of their plans, progress, problems and accomplishments for evaluative purposes.

6. *Evaluation*

The entire workshop program will be evaluated in April 1967, and periodically thereafter for as long as the workshops are continued. All participants—trainees, teacher trainers, workshop supervisors, principals and assistant superintendents—will work together in arriving at a meaningful and functional evaluation.

7. *Some Guidelines for Teacher Trainers*

Workshops should be conducted in suitable teachers' rooms, libraries, offices, or small rooms with movable furniture. Every effort should be made to provide an environment that promotes an atmosphere of informality.

The first meeting is of paramount importance in establishing rapport with the trainees. The teacher trainer's welcome should start a friendly working relationship. Inform the trainees that your chief purpose is to help them, individually and as a group. Reassure them that you will respect their confidences at all times.

The teacher trainer should learn as much as possible about the educational and professional backgrounds of each trainee. Note strengths as well as weaknesses and plan to capitalize on the strengths in future workshop sessions.

During the first meeting, trainees should list and discuss what they feel to be their most pressing and important problems. Of course, this same type of activity should be repeated after five or six sessions. At the first session, trainees will probably not be

experienced enough to identify and define their own problems too accurately.

At the outset, proceed to build the trainee's confidence in himself. Your patience and early slowness of tempo will encourage the trainee as well as help build the necessary confidence he must have in you.

The workshop leader should function as an advisor in addition to his role as a teacher trainer. He should be readily available to trainees who may want to discuss individual problems.

Where new teachers are encouraged through the workshop to participate in school activities outside their own classrooms, they will come to feel that they are an integral part of the school staff. For example, the new teacher who plays the piano at recess or at assemblies gains stature in the eyes of her pupils and her colleagues.

The workshop leader should be exemplary in professional attitude and ethics, demonstrating faith in the worth of the school and the importance of teaching as a profession. Remarks that tend to downgrade the abilities of colleagues or of the supervisory staff should be avoided.

Teacher trainers should arrange to confer regularly with the principal or the assistant principal.

By knowing the daily programs of the trainees, the workshop leader may be able to give assistance on an individual basis during the school day. For example, the instructor could lunch with a trainee or help the trainee with planning during preparatory time.

Workshop content and activities should be such as to develop in the trainee the ability to analyze what takes place in his own classroom and to recognize his own strengths and weaknesses.

Workshop activities should stress understanding of the needs and interests of disadvantaged children. To understand the child, the trainee must know and understand the community.

PART II

GUIDELINES FOR AFTER-SCHOOL WORKSHOPS IN ELEMENTARY SCHOOLS

The session outlines are meant to be used as *resource material*. Emphasis throughout the workshops should be on *practical, personal assistance* directly related to the teachers' present or current year's needs. Therefore, the sessions must also make provision for *problems raised by the participants* themselves. Most of the questions of concern to the group will easily be included or adaptable within the framework of this prepared material.

The proposed chronology of the sessions is to be regarded only as a *suggested order;* the instructor should feel free to rearrange these to fit the group's special requirements. Likewise, the *time allotment* for various topics should be *used flexibly*. For some classes, the session material for a given day could properly be given more days; for other workshops, a particular area might be reduced or even given only part of a session. In some instances, it may be desirable to bunch several sessions in the same week. The only caution we would offer is that the workshop participants should *spend some time on almost all of the main topics* rather than become very deeply involved in just a few.

By its very nature, a workshop should concern itself with *activity*: doing, examining, handling, observing, role-playing, writing and discussing. The course outlines place heavy emphasis upon *active* and *informal participation* of the relatively small class group. It is our hope therefore that the workshops will supplement rather than supplant other courses now being conducted for many of these same teachers.

Since the outlines have been prepared for K-6 use in the many and varied communities of the city, we have attempted to select topics and activities which would have wide application for recently assigned teachers. For most sessions, *more has been suggested than might possibly be fruitfully used in a 2-hour meeting*. For this reason, it is necessary that the instructor *select or*

modify the *sub-topics* for each session as dictated by the particular needs of the group. It is also advisable that the instructor *scan all* of *the material before* the course begins because there are instances (e.g. lesson plans) where a similar sub-topic is "recircled," albeit from a different point of view.

Wherever possible, the instructor should arrange to *supply* each of the participants with copies of *printed materials*. The references deliberately lean heavily on readings in a *few basic bulletins* ("Getting Started in the Elementary School", "Grade Guides"—all three, "Guide for Newly Appointed Teachers"), although there are also many leads to other bulletins, commercial sources, and the BAVI. Specific page numbers have been given as a guide to the instructor and also, if advisable, as a source of *pre- or post-session readings* for the workshop group. Pertinent sections of out-of-print bulletins can be duplicated by thermal master and rexograph. Many other professional references could have been added.

In some instances, the *resources of the school* will have to be tapped: A-V machines, circulars, sample books, room visits for furniture and display layouts. Arrangements for these should be made with advance consent and cooperation of the building principal.

In planning a course of this kind, decisions about the content involve *prudent exclusion* rather than all-embracing inclusion. Where matters of importance for a particular class should be added or substituted, the instructor has the *right and responsibility to make the adjustments*.

Just a last word: Registration in the workshop is voluntary, the "holding power" of the course will depend heavily upon the value of the help given. We trust that these materials will prove useful in making this kind of in-service training a significant part of our program for recently assigned teachers.

K-6 AFTER-SCHOOL WORKSHOPS

Suggested Schedule

MAJOR TOPIC	*NUMBER OF 2-HOUR SESSIONS*
Planning	1
Parents and Reporting	1
Language Arts—Reading	3
Community—Human Relationships*	1
Guidance and Discipline	1
Mathematics	3
Miscellany	1
Social Studies	3
A-V and Materials of Instruction	1
Language Arts—Oral and Written Communication*	2
Music, Art, Health Education	2
Science	1
	20

The order and the number of sessions allotted to the topics are *suggested* and are to be adjusted according to workshop need.

*Within these sessions there is included material of particular importance for teachers of non-English speaking children and for teachers of culturally disadvantaged children. In some districts, such material should come *early* in the workshop series.

PLANNING

Session #1*_____

1. *Weekly Planning***
   a. Bring in or project a good and a poor weekly plan (use an opaque projector or prepare a transparency for overhead projector).
   b. Analyze the plans for
      1. Balance among curriculum areas.
      2. Length of lessons planned.
      3. Conformity to curricula.
      4. Attention to individual needs.
      5. Inclusion of experiences and materials.
      6. Flexibility.

         etc.

2. *Unit Planning****
   a. Bring in several samples of unit plans.
   b. Analyze for
      1. Problem approach.
      2. Workable and appropriate sub-problems.
      3. Provision for suitable content, skills and varied activities.

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*Since this is a particularly full session, see later sessions, e.g. 4, 9, 10, 13, which "recircle" some of these aspects of planning.

**See
pp. 73 ff of "Getting Started in the Elementary School"
pp. 42 ff of "Guide for Newly Appointed Teachers"
p. 13 of "Grade Guide 3-4" or "Grade Guide 5-6"
p. 13 of "Planning and Planbooks"

***See
pp. 75 ff and 133 ff of "Getting Started in the Elementary School"
pp. 95 ff of "Early Childhood Education"; p. 36 ff of "Grade Guide 3-4" or "5-6"
Graphic illustrations throughout "Planning and Planbooks"

4. Provision for whole class, small group and individualized instruction.
5. Inclusion of evaluation and follow-up.
6. Planning for many kinds of instructional materials.

3. *Lesson Planning*****

a. Bring in a few examples of the "lesson whole."
b. Analyze for aim, motivation, development, pivotal questions, summaries, assignment, etc.

4. *Resource Material*

Bring in and display copies of "Getting Started in the Elementary School," "Guide for Newly Appointed Teachers," various "Grade Guides," "Planning and Planbooks."

****See
pp. 77 ff of "Getting Started in the Elementary School"
pp. 43 ff of "Guide for Newly Appointed Teachers"

PARENTS — CONFERENCES AND REPORTING

Session #2

1. *Parent Conferences**

   a. Role play a parent interview: the angry parent, the over-solicitous parent, the parent of the underachiever, the parent of a "slow" child or a bright child.

   b. Discuss the importance of: listening, stressing the positive, using the open-ended question, avoiding note-taking during the interview, confidentiality, samples of pupil's work, citing *specific* instances of behavior and performance.

2. *Report Cards***

   a. Examine and discuss report card entries.

   b. Help participants fill out a report card for a bright child, a "slow" child, a behavior problem, an average child, an underachiever.

3. *Letters to Parents**

   Bring in several samples of well and also poorly-written teacher letters to parents; discuss these examples.

1. *P.T.A.****

   Talk about P.T.A. activities—curriculum and guidance workshops, tips, resource people, assembly assistance, fund raising.

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*See
p. 194 of "Getting Started in the Elementary School"
pp. 172 ff of "Guidance of Children in Elementary Schools"
pp. 33 ff of "Guide for Newly Appointed Teachers"

**See pp. 34 ff of "Guide for Newly Appointed Teachers"

***See pp. 48-49 of "Grade Guide 5-6"

READING

Session =3

1. *Records Useful in Reading Diagnosis**
   a. Bring in samples of reading record card, cumulative test card, yellow record card, school textbook reading record, health card.
   b. Analyze the cards for pertinence in understanding reading achievement and progress: family data, attendance, behavior, health, grade scores, books read, reading levels.

2. *Standardized Tests***
   a. Bring in samples of standardized tests used in primary and middle grades. Examine these for the vocabulary and comprehension areas being tested.
   b. Discuss usefulness as well as limitations of grade equivalent and percentile scores for diagnostic or grouping purposes. Explain grade norm concept.

3. *Informal Textbook Test****
   a. Demonstrate (a tape recording may be used) the administration of an informal textbook reading test.
   b. Explain technique of recording observations of strengths and weaknesses in sight vocabulary, phonics, structural analysis, comprehension skills.

4. *Forming Groups*****

   Pose several hypothetical classes of different groupings of ability. Show how to form groups in such classes.

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*Appropriate facsimiles will be found at the back of the bulletin "Sequential Levels of Reading Growth" and pages 55 ff of "Guide for Newly Appointed Teachers."

**Publishers or principals can supply samples of tests on various levels.

***See pp. 91-92 of "Getting Started in the Elementary School"
Secure a copy of Nila Banton Smith's "Graded Selections for Informal Reading Diagnosis" (N.Y.U. Press)
Secure publishers' printings of informal tests to accompany their series.

****See pp. 92-93 of "Getting Started in the Elementary School"

READING *(Continued)*

Session #4

1. *Teacher's Manual for Basal Readers**

   Bring in and explain use of these manuals for basal reader lessons, for workbook use, for group and individual skills, for extension reading. Emphasize goals of comprehension and enjoyment.

2. *Weekly Planning***

   a. Cooperatively lay out a week's plan in reading using a basal reader program. Include items mentioned in 1 above.

   b. Discuss routines and procedures for doing group work in reading, using two groups. Describe and discuss faults commonly observed in group work: inadequate "holding" assignment, failure to provide "more to do," "busy work" activity, poor seating arrangements, teacher's neglect of checking, poor class control.

3. *The Directed Reading Lesson****

   Present and analyze a typical directed reading lesson. Stress the specific aim, the anticipation of vocabulary difficulties, the use of guided questions, the use of various techniques to "unlock" new words, the balance between oral and silent reading.

Session #5

1. *Experience Charts**

   a. Discuss the importance of an experiential base to reading and bring in a variety of experience charts; discuss their use in Grades 1-3.

   b. Analyze charts for manuscript writing, repetition of vocabulary, line endings, functional use of vocabulary building techniques (repetition of words, varied inflectional endings, compound words, phonics applications).

*Principal or publishers can supply these.

**See pp. 114 ff of "Getting Started in the Elementary School"

***See pp. 108 ff of "Getting Started in the Elementary School"
pp. 87-88 of "Grade Guide 3-4"

*See
pp. 86 ff in "Getting Started in the Elementary School"
Educational Research Bulletin—"Experience Charts—Guide to Their Use—Grades 1-3"

READING *(Continued)*

2. *Individual and Group Work-Type Materials***

   a. Distribute copies of the Dolch list and explain its use.
   b. Analyze the front (or, in some cases, back) pages of the workbook to highlight the specific purposes of each workbook exercise.
   c. Display and briefly talk about "range" materials such as the SRA Labs and Macmillan Spectrum.
   d. Set up an exhibit of reading games, puzzles, individual practice materials.
   e. Bring in and discuss samples of teacher-made rexograph material.
   f. Distribute the bulletin "Sequential Levels" and explain its use in guiding teachers to plan for individual or group needs. Do the same for Puerto Rican Study Language and Resource Bulletins.

3. *Extension Reading****

   a. Invite the school librarian to talk about school library resources; do the same for the local public librarian.
   b. Bring in samples of appropriate professional books e.g. Arbuthnot's "Children and Books," Spache's "Good Books for Poor Readers," Larrick's "Parent's Guide to Children's Reading."
   c. Invite publishers (e.g. Harper-Row, Scholastic, Macmillan) to lend samples of paperbacks for children. Show newspapers or magazines for children e.g. Weekly Reader, Humpty Dumpty, New York, New York.
   d. Visit several rooms of the school to see how a library corner is set up in the classroom. Discuss classroom library routines.

**See
pp. 98 ff in "Getting Started in the Elementary School"
Russell and Karp "Reading Aids Through the Grades" Teachers College
pp. 89 ff in "Grade Guide 3-4"; pp. 102 ff in "Grade Guide 5-6"

***See
pp. 110 ff in "Getting Started in the Elementary School"
pp. iii ff in "Materials for the Literature Program Grades 1-6"
pp. 32-33, 44 ff, 49 ff in "Reading and Literature in the Language Arts Grades 1-6"

COMMUNITY — SOCIOLOGY AND EDUCATIONAL IMPLICATIONS

Session #6

1. *Community Composition and Background**

   a. Describe ethnic composition of the local community. Prepare a chart of local community resources and places of interest (health centers, churches, museums, parks, etc.).

   b. Invite a speaker from the Human Relations Unit to discuss community strengths, problems, aspirations.

   c. Invite a speaker from the Puerto Rican Migration Office to discuss Puerto Rican customs, culture, family patterns, socio-economic status.

   d. Discuss pertinent sections of Riessman's "The Culturally Deprived Child" or the Federal pamphlet "Programs for the Educationally Disadvantaged."

2. *Board of Educational Materials, Resources, Personnel***

   a. Invite school N.E. Coordinator, SAT or District Community Coordinator to talk to the class about implications of neighborhood conditions as these affect classroom instruction.

   b. Display and explain the use of the various Puerto Rican Resource Bulletins; the bulletin on Negro History; the bulletin "Toward Better International Understanding," "Call Them Heroes," readers and social studies books, library books on human relations.

   c. Describe briefly Board of Education attempts to foster inte-

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*See
Bulletin on "The Negro in American History"
BAVI Teacher Training films e.g. "Angry Boy," "Boundary Lines," "Cast the First Stone"

**Display Bank Street readers, samples of recently listed textbooks and supplementary books on minorities.
Show Library Bulletin issues on library books dealing with human relations.

gration; open enrollment, bussing for overutilization, school system reorganization, "Operation Understanding," textbook listings, special resource bulletins, after-school classes on Negro History, Human Relations Division.

3. *Implications for the Education of the Disadvantaged****

   a. Discuss importance of varied and rich experiences for the children.

   b. Suggest ways in which Social Studies area can be utilized for developing understanding, fostering pride in contributions of minorities, developing attitudes of cooperation e.g. units on Puerto Rico, Brotherhood Week activities, holiday celebrations, history of our city and nation, U.N. unit.

   c. Alert group to special health needs.

   d. Present appropriate activities for art, health education, music, radio, e.g. folk songs, dances, crafts, FM series on minorities.

   e. Discuss potential of all children; include the negative effect of unwarranted low expectation of performance.

   f. Role play the need for sensitivity to the justified feelings of minority groups—conduct an interview with a "defeated" parent, an aggressive parent, a bewildered parent. Stress positive help for the child; stress patience, understanding and the teacher's personal self-control in difficult situations.

***See pp. 22-23 in "Radio Manual—1966-67"
"Physical Activities in the Elementary School" for dances
pp. 131-132 in "Teaching Music in the Elementary Grades"

GUIDANCE AND DISCIPLINE

Session #7

1. *Characteristics of Children**

   a. Discuss typical behavior of children of various ages.
   b. Elicit ways in which the class program should be planned to take these patterns into account.

2. *Mental Hygiene and Discipline***

   a. Pose a series of hypothetical classroom situations (or better, use examples suggested by the participants). Have the class propose ways of handling these situations.
   b. Analyze the mental hygiene principles underlying discipline, behavior and punishment.

3. *Case Studies****

   a. Prepare several "cases" preferably from pupils of classes of teachers of the workshop.
   b. Conduct a case conference to analyze the causes of the behavior.
   c. Elicit plans for handling these "cases."

4. *Ladder of Discipline*****

   Discuss the various steps of referral for children, including the guidance teacher, guidance counselor, supervisor.

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*See
p. 9 ff of "Guidance of Children in Elementary Schools"
p. 8 ff of "Early Childhood Education"
p. 19 ff of "Guide for Newly Appointed Teachers"

**See
p. 20 ff of "Guide for Newly Appointed Teachers"
p. 64 ff of "Getting Started in the Elementary School"

***See
p. 63 of "Getting Started in the Elementary School"
p. 24 of "Guide for Newly Appointed Teachers"
p. 193 ff of "Guidance of Children in Elementary Schools"

****See p. 64 of "Getting Started in the Elementary School"

5. *Record Keeping******

Prepare some good and poor samples of anecdotal records and explain the preparation and function of such material.

6. *Discipline and Instruction*******

Elicit examples of how closely these are interdependent. Describe several good and several poor practices.

*****See p. 167 of "Guidance of Children in Elementary Schools"

******See p. 67 ff of "Getting Started in the Elementary School" p. 24 ff of "Guide for Newly Appointed Teachers"

MATHEMATICS

Session #8

1. *Basic Principles**

   Using chalkboard and flannelboard with number cutouts, develop and exemplify the meaning of the commutative, associative and distributive principles.

2. *Rationalization***

   Have the class work through several examples in long division involving one and two place divisors. Develop the understanding of the rationalizations and the sequential steps in the use of an algorism. Do the same for multiplication with one and two place multipliers.

3. *Decimal System****

   Use bundled splints or vertical type abacus or a pocket chart to have the class discuss and explain the decimal system and the importance of using understanding of the decimal system in addition and subtraction with or without exchange.

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*See
pp. 144 ff in "Getting Started in the Elementary School"
pp. 1-2 in "Mathematics Cycles—Grade 5"
pp. 152-3 in "Grade Guide 5 6"
BAVI Modern Mathematics Teacher Training Series Sound Films

**See
pp. 429 ff in "Mathematics Grade 4"
pp. 55 ff in "Mathematics Cycles Grade 5"

***See
pp. 182-196 in "Mathematics 3"
pp. 7 ff in Silver Burdett free pamphlet "Some Key Ideas in Modern Arithmetic" (Almost every publisher will supply free teacher material, in quantity.)

MATHEMATICS *(Continued)*

Session #9

1. *Mathematics Bulletins**

   a. Examine and analyze mathematics bulletins on several different grade levels. Develop understanding of what is meant by scope, sequence, cycle, topic.

   b. Discuss the use of the bulletin in laying out the long-range plan for the school year so that each topic is given its proper share of time and reinforcement according to grade and need.

2. *Weekly Planning in Mathematics***

   Using mathematics bulletins on several grade levels, develop plans for a week's lessons in mathematics. Include aims, drills, materials, development, experiences, application, individualization and homework.

3. *Diagnosis of Strengths and Weaknesses****

   Use any of the textbook series to show the ways in which the teacher can select material to determine class or individual need by means of giving simple teacher-rexographed material on basic number processes.

*See
p. 146 in "Getting Started in the Elementary School"
Scope outline at beginning of "Mathematics Cycles Grade 5" (or at the beginning of any of the other mathematics bulletins)
pp. 133 ff in "Grade Guide 3-4"
pp. 157 ff in "Grade Guide 5-6"

**See pp. 153-4 in "Getting Started in the Elementary School"

***See
p. 152 in "Getting Started in the Elementary School"
p. 132 in "Grade Guide 3-4"

MATHEMATICS *(Continued)*

Session #10

1. *Use of Materials in Mathematics Instruction**

   a. Display the various kinds of materials used in mathematics lessons: discs, splints, squared material, pocket chart, coins, number frames, thinking cards, flannelboard and felt cut-outs, number line, abacus, measuring devices such as cups, rulers and clocks.

   b. Select several of these, have the class manipulate them and explain their use and usefulness in mathematics teaching.

2. *The Mathematics Lesson***

   Cooperatively develop (or distribute prepared copies) of a typical mathematics lesson. Discuss the various features of the lesson including aim, drill, motivation, development, pupil activity, application and assignment. Select a lesson using several of the aids in 1 above e.g. thinking cards and splints in a lesson on subtraction with exchange. Highlight the mathematical principles, various ways of arriving at solutions, inductive thinking, discovery approach, estimation, grading of examples, mental computation, relationship among processes.

3. *Textbooks and Workbooks*

   Discuss the use and place of the textbook and workbook. Show how these can provide practice material for class and individual use; stress the need for selecting only those exercises and sections that fit the class or individual need.

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*See
p. 19 in "Mathematics Grade 4"
Oct. 1966 issue of "The Arithmetic Teacher" p. 461
pp. 66 ff in "Early Childhood Education"
p. 137 in "Grade Guide 3-4"

**See pp. 147 ff in "Getting Started in the Elementary School"

MISCELLANY

Session #11

1. *Homework**

   a. Rexograph samples of good and poor homework assignments for various grades and curriculum areas. Analyze them according to criteria given in references below.

   b. Discuss public relations aspect of homework; its importance for building good study habits. Stress need for checking homework.

2. *Notebooks***

   Bring in samples of well-kept pupil notebooks. Elicit commendatory features of these books: headings, good handwriting, record of learnings, separate sections for different areas, homework well done, checking by teacher, countersigning by parent, evidences of creativity.

3. *Room Layout****

   a. Use the board to diagram various furniture groupings for rooms with movable furniture. Discuss functional arrangements to suit activity e.g. whole class lesson, group work, committee work, corners for individual or small group activity.

   b. Visit several rooms in the building to observe furniture set-up, corners, storing and accessibility of books and supplies.

*See
p. 49 in "Guide for Newly Appointed Teachers"
p. 152 in "Getting Started in the Elementary School"
p. 50 in "Grade Guide 3-4" or "5-6"
p. 33 in "Social Studies 5-6"

**See p. 49 in "Guide for Newly Appointed Teachers"

***See pp. 7 ff in "Guide for Newly Appointed Teachers"
p. 25 in "Grade Guide 5-6"
pp. 15-20 in "Early Childhood Education"

c. Project pictures or diagrams of effective bulletin board displays: pictures, pupils' handiwork, unit displays, book illustrations.

4. *Trips*****

a. Prepare a list of suitable trips within the school, the immediate community, and the city.

b. Together with the class, develop the steps necessary in conducting a trip: pre-planning visit, specific aims, parental consent and escorts, transportation facilities, activities during the trip, safety, follow-up, etc.

****See pp. 45-47 in "Guide for Newly Appointed Teachers"
"Guide to Educational Resources in City of New York"
p. 94 in "Early Childhood Education"
pp. 22-23 in "Grade Guide 3-4" or "5-6"

SOCIAL STUDIES

Content and Materials

Session #12

*1. Together with the class, examine one of the bulletins, e.g. "Social Studies 5-6" and use the bulletin to point out distinctions among objectives, concepts, scope, sequence, theme, broad topic, sub-topic, unit.

*2. Discuss the content included within the Social Studies: the various disciplines (their interweaving as well as their separateness), current events, skills, holidays, social living, human relations, the procedures of the social scientist (this latter, on the children's level of maturity).

**3. Display and briefly discuss various aids and materials useful in Social Studies instruction. Develop ways in which some of these might be used in teaching and in providing children with activities and experiences:

maps and globes (these will be dealt with later), basic and supplementary textbooks, pupil newspapers and magazines, work-books, daily newspapers, biographies, historical fiction, flat pictures, film and filmstrips, tapes, records, radio, TV, original documents, local and city resources (e.g. museums, buildings), Social Studies bulletins and supplements, time lines, human resources, reference books and encyclopedias.

***4. Utilizing the scope of any selected grade, help the class to "rough out" the time allotment for a year's plan in Social Studies. Go over the suggested time allotment for a week for a selected grade.

*See pp. 1-4, 38 ff in "Social Studies 5-6"
pp. 121-122 in "Getting Started in the Elementary School"
pp. 110 ff in "Grade Guide 3-4"
pp. 117 ff in "Grade Guide 5-6"
pp. 88-105 in "Early Childhood Education"

**See pp. 8-9 in "Social Studies 3-4"
"Instructional Films and Tapes" and the Social Studies bulletins for books and A-V aids

***See p. 119 in "Grade Guide 5-6"
p. 95 in "Early Childhood Education"
pp. 111-112 in "Grade Guide 3-4"

SOCIAL STUDIES

Methodology

Session #13

1. *Lesson Types**
   a. Ask each member of the class to prepare in advance one different lesson of the various kinds often used in Social Studies: open textbook, audio-visual, developmental, skills, reporting, research, current events.
   b. Examine the lessons and select some to be evaluated in terms of the criteria of any good lesson and also in terms of suitability for achieving the objectives of Social Studies instruction.

2. *Activities and Experiences***
   a. Select a Social Studies topic for [illegible] of the grades, e.g. Community Workers in grade 2, or Transportation in grade 3, or U.N. in grade 6. For the topic you select, mimeograph and present a list of the many and varied pupil activities and experiences suited to that topic and grade. Include such things as: taking trips, doing readings in textbooks, viewing filmstrips, interviewing people, doing research in reference books, learning dances, singing songs, studying maps, giving reports, taking notes, etc.
   b. Suggest several topics to the class and ask them to prepare, individually or cooperatively, a list of pupil activities and experiences for those topics.

3. *Unit Plans****
   a. Prepare or examine in bulletins (see specific references below) various sample unit plans. Briefly explain the usual steps from orientation through culmination.
   b. Select one aspect usual to unit procedures, e.g. pooling, and discuss the training and skills needed by the class *before* such activity should be attempted.

*See pp. 122-128 in "Getting Started in the Elementary School"
**See pp. 32-36 in "Social Studies 3-4" as a model.
***See pp. 140-142 in "Getting Started in the Elementary School"
pp. 45-47 in "Curriculum Development in the Elementary School"

SOCIAL STUDIES

Skills

Session #14

1. *Map and Globe Skills**

   a. Bring in and have the class examine a graded series of maps and globes, beginner to more advanced; also show various kinds of maps and globes: physical, political, road, slated, several projections (e.g. Mercator, polar). Briefly indicate suitability and use at different levels.

   b. Do the same for other materials *related to maps and globes:* transparencies, outline maps, filmstrips, atlases, pupil workbooks, textbook maps.

   c. Use a programmed booklet on maps (e.g. Coronet's "Latitude and Longitude") to highlight the need for proper grade placement, sequence and gradation in teaching map and globe skills.

   d. Distribute copies of Iowa Work-Study Skills test and have class examine these for the kinds of skills being tested and the ways of testing these skills by pencil and paper test.

2. *Skills in Gathering and Organizing Information***

   a. Distribute an outline of these skills as listed in the reference below.

   b. Select one of these skills, e.g. outlining for a report or taking notes, and give the group insight into the sequence of steps necessary in building such a skill; also include reminders about the "recircling" of such skills in greater depth from grade to grade.

*See "Teaching Map and Globe Skills" for sequences and for an excellent bibliography of teacher and pupil printed materials and A-V aids. pp. 20 ff in "Social Studies 5-6"
Several publishers now produce programmed material on map skills. Secure Iowa Test booklets from the building principal.

**See p. 123 in "Grade Guide 5-6"; pp. 32-33 in "Social Studies 5-6"
p. 116 in "Grade Guide 3-4"
pp. 89-90 in "Early Childhood Education"

3. *Skills in Carrying on Discussion***

   a. Analyze some of the skills required (see reference below).

   b. Discuss the need to adjust expectations to the age, grade and maturity of the children.

4. *Skills in Using Reference Material***

   Select one material, e.g. encyclopedias, and develop a graded sequence of steps in using such a reference material (entries, index, cross-references, tables, graphs, pictures, etc.)

**See p. 123 in "Grade Guide 5-6"; pp. 32-33 in "Social Studies 5-6"
p. 116 in "Grade Guide 3-4"
pp. 89-90 in "Early Childhood Education"

AUDIO-VISUAL AIDS

Session #15

1. *Basic Machines**

   a. Demonstrate use of stripfilm projector, overhead projector, tape recorder.

   b. Display other frequently used machines: TV, radio, opaque projector, phonograph. Discuss a few classroom uses of each machine.

2. *Lesson Planning and A-V***

   Cooperatively develop a typical lesson using a stripfilm. Emphasize teacher previewing, preplanning for use, integration of the aid in the development of the lesson, follow-up of the use of the aid.

3. *Other Related Machines**

   Bring in or discuss use of thermofax, rexograph masters and rexograph machine, stencils and mimeograph, primer typewriter.

4. *Non-Machine Aids***

   Discuss or show flat pictures, bulletin board, models, chalkboard, flannelboard, textbooks, globes, maps, charts, realia.

5. *Sources of Materials*

   Display various lists and bulletins: Textbook and Library list, Television Manual, Radio Manual, Science List, G-1 List, Instructional Films and Tapes, In-school lists.

6. *A-V Aids and School Procedures***

   Review responsibilities and procedures for previewing, borrowing, use and return.

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*See
p. 183 ff of "Getting Started in the Elementary School"
pp. X-XI of "Television Manual—in 1966-67"
Consult BAVI catalogues for teacher-training films and filmstrips.
p. 255 "Instructional Films and Tapes"

**See
pp. 47-48, 50 of "Guide for Newly Appointed Teachers"
pp. 24 ff of "Grade Guide 3-4" or "5-6"

LANGUAGE ARTS

Sessions #16 and #17

1. *Spelling**

   a. Role play the administration of a spelling inventory test. Explain its origin and its use in determining level of class and individual instructional need.

   b. Distribute a brief outline of the steps in the spelling cycle from pretest to retest. Role play the administration and tallying of a pretest. Discuss the follow-up of the pretest results.

   c. Examine Spelling Lists A, B, C. Explain the rationale of the selection of words in the lists and the format.

   d. Outline the steps in the teacher presentation of the words for whole class instruction.

   e. Distribute and explain the procedures for pupil's individual study of words.

   f. Display some well-kept pupil spelling notebooks.

2. *Handwriting***

   a. Go over the rules for letter formation in *manuscript* writing. Distribute paper and have class actually write several representative letter forms using proper spaces, circles and strokes. Show procedures for pencil and paper for left-handed children.

   b. Select several letters for demonstration of transition from manuscript to cursive writing.

   c. Select a few letters, small and capital, and have class work through the step-by-step analysis of the letter formation using swings, curves, straight strokes and loops. Explain

*See pp. 75 ff in "Grade Guide 3-4", pp. 82 ff in "Grade Guide 5-6"
pp. 12 ff, pp. 18-19, p. 28, pp. 52 ff in "Teaching Spelling"

**See all of "A Brief Guide to the Teaching of Handwriting in Elementary School"
pp. 88 ff of "Grade Guide 5-6"; pp. 81 ff of "Grade Guide 3-4"

rules for curved up-strokes, straight down-strokes, spacing and position in *cursive* writing.

d. Display wall charts, flip-over step-by-step letter formation chartbooks and workbooks.

3. *Written and Oral Communication****

a. Expand the following basic ideas in any of the myriad of possibilities in a language arts workshop:

The developmental sequence among the language arts from listening-observing to speaking to reading to writing.

The integration of the language arts, particularly the relation of oral and written communication to reading.

The relationship between experiences (firsthand or vicarious) and language.

The importance of motivation and functional application.

The need for correctness in oral and written usage.

The skills aspects of spelling, handwriting, usage.

b. Select several of the following and elicit in discussion how these examples illustrate the principles in "a" above. (The order of the language arts would differ in varying situations.)

A Book Report—reading, oral discussion, writing.

An Experience Chart—experience, oral discussion, reading.

A Class Party—discussion, writing, experience, discussion, writing, reading.

A Radio Program—listening, discussion, writing, extension reading.

A Poem—listening, discussion, reading, related writing.

***See pp. 56 ff in "Grade Guide 3-4"; pp. 58 ff in "Grade Guide 5-6"; pp. 47-54 in "Early Childhood Education"
pp. 155-166 in "Getting Started in the Elementary School"

A Social Studies Report—discusison, reading, writing, speaking.

A Cooperative Composition—discussion, writing, reading, discussion.

A Visit by an Author—reading, discussion, writing, listening, speaking, writing, reading.

A Letter to a Sick Classmate—discussion, writing, reading, writing.

c. Develop a week's plan in language arts (other than reading). Analyze it for time allotment, balance of oral and written work, skills instruction, integration of language arts, work-type and creative writing.

1. *Program for Non-English Speaking Child*****

This aspect might well deserve up to 2 whole sessions for workshops in areas with high concentration of children who are of non-English speaking background. In such areas of the city, this topic should come *early* in the workshop series.

a. Discuss the *basic principles:*

Hearing and speaking must precede reading and writing; the approach must be audiolingual.

Language activity must concern itself with the concrete and with the present.

Meaningful experiences are of basic importance for motivation.

Related words should be taught in meaningful context, preferably around suitable themes.

The similarities and differences in pattern between the native language and English must be considered so that patterns which are similar are taught first, differing patterns later.

As in teaching any skills, attention must be given to the graduation and sequence; provision must be made for frequent meaningful repetition for reinforcement.

Attention to pronunciation is important for itself as well as for its effect upon reading and written language.

The children will need frequent praise and encouragement; the feeling and knowledge of success will facilitate learning.

****See "Instructional Films and Tapes" for "Bienvenidos."
"A-V Learning"—April-May 1965, page 15 for Modern Language Films
pp. 99-110 of "Oral and Written Communication 1-6"
Chapter 2 of "Teaching Children of Puerto Rican Background in N. Y. City Schools"
pp. 107-116 in "Grade Guide 5-6"; pp. 100-109 in "Grade Guide 3-4"
Teacher references: "English Pattern Practices" by Lado
"Language and Language Learnings" by Brooks
Chapter VI, pp. 309 ff "Handbook for Language Arts—Pre-K-1-2"

b. Develop a *language emphasis lesson* suitable for a grade 2 class utilizing basic principles in "a" above.

c. Show film "Bienvenidos — Learning English as a Second Language." Relate to "a" above. Include discussion of roles of class teacher, SAT, NE coordinator.

d. Together with class, examine and analyze the features of the grade booklets: "Resource Units for Classes with Puerto Rican Pupils" and "Teaching English to Puerto Rican Pupils in Grades 1 and 2".

e. Show one or more films of the Modern Language series ("Principles and Methods of Teaching a Second Language"). Discuss the film in relation to the principles enunciated in "a" above.

MUSIC, ART, HEALTH EDUCATION

Sessions #18 and #19

MUSIC

1. *Rote Songs**
   a. Have class practice the use of the pitch pipe.
   b. Demonstrate and discuss procedures for teaching a rote song. Include the use of the phonograph in teaching a rote song.
   c. Examine pupil music textbooks and music course of study for appropriate song selections.

2. *Rhythm Instruments***
   a. Distribute rhythm instruments and play them to show the varied kinds of sounds produced.
   b. Demonstrate the use of rhythm instruments to accompany a song or other musical selection.
   c. Demonstrate the use of piano, rhythm instruments or records to evoke rhythmic body movements.

3. *Simple Melodic Instruments****
   a. Demonstrate the use of melody bells.
   b. Play a tonette. Show how the tonette and board staff liner or chart can be used to teach simple notation.

4. *Appreciation*****
   Bring in and play brief excerpts from some music appreciation records. List available radio programs from WNYE bulletin.

*See
p. 126 in "Teaching Music in the Elementary Grades"
pp. 233-235 in "Grade Guide 5-6"
p. 8 in "Teaching Music in the Elementary Grades"
pp. 21-22 in "Teaching Music in the Elementary Grades"

**See p. 14 in "Teaching Music in the Elementary Grades"

***See
p. 76 in "Teaching Music in the Elementary Grades"
p. 23 in "Teaching Music in the Elementary Grades"
p. 36 in "Teaching Music in the Elementary Grades"

****See p. 52 in "Teaching Music in the Elementary Grades"

ART

1. *Painting Program**

   a. Show training filmstrip "Painting in the Classroom."

   b. Visit a classroom to observe charts, easels, painting corner.

   c. Display samples of pupils' paintings and explain the developmental stages used to appraise growth.

   d. Role play the evaluation of a painting.

   e. Discuss painting routines in the classroom and/or art room.

2. *Other Media***

   a. Go over the Art course of study to analyze the various media covered—drawing, clay, paper, cloth, blocks, wood, puppetry.

   b. Display samples of pupils' work in various media from each of several different grade levels. Stress the need for developing good classroom routines before using each of these media.

3. *Appreciation and Integration with Other Curriculum Areas*

   a. Show samples of large art prints. Discuss ways in which these can be used to elicit discussion or to stimulate creative writing.

   b. Bring in samples and discuss ways in which art can be integrated with other curriculum areas e.g. book illustrations, creative writing, oral language via puppetry, etc.

4. *The Art Lesson****

   Cooperatively develop a drawing lesson. Include motivation, development, routines, teacher guidance, evaluation.

*Borrow filmstrip from school or district filmstrip library
See p. 143 of "Art in the Elementary School"
pp. 22 ff of "Art in the Elementary School"

**See
pp. 31 ff in "Early Childhood Education"
pp. 163 ff in "Grade Guide 3-4"
pp. 189 ff in "Grade Guide 5-6"

***See p. 15 of "Art in the Elementary School"

HEALTH EDUCATION

1. *Records**

   a. Cooperatively analyze the entries on several health cards (use opaque projector). Discuss and demonstrate ways of securing data: Snellen chart, audiometer, mouth examination, classroom observation.

   b. Arrange for nurse to talk about symptoms of common children's illnesses. Also, discuss ways of following up health defects and making in-class adjustments e.g. seating for children with poor eyesight.

2. *Health Instruction**

   Prepare and discuss a list of health information topics for class lessons stressing those of particular importance to children from disadvantaged homes, e.g. proper diet, required rest and sleep, appropriate clothing, safety in the home and street, etc.

3. *Dancing***

   Select one of the simple dances from the Physical Activities course of study and develop the step by step teaching of a dance.

4. *Physical Activities Class Period****

   Distribute a plan giving the steps in a gymnasium lesson. Stress planning, warm-up, orderly routines, use of equipment, proper use of voice and whistle, safety precautions. Examine course of study to prepare lists of easily manageable games and self-testing exercises, including physical fitness tests.

*See
pp. 57-61 in "Guide for Newly Appointed Teachers"
pp. 207-208 in "Grade Guide 5-6"
pp. 180-182 in "Grade Guide 3-4"
pp. 43-44 in "Early Childhood Education"

**See pp. 79 ff in "Physical Activities in the Elementary School"

***See
pp. 208, 220 in "Physical Activities in the Elementary School"
p. 213 in "Physical Activities in the Elementary School"

SCIENCE

Sessions #20

1. *Lesson Planning**

   a. Cooperatively plan a lesson in science using a familiar topic, e.g. what do magnets attract, how does a camera work, what causes sound, etc.

   b. Analyze the lesson for its inclusion of the aspects especially important in science instruction: use of simple materials, pupil involvement with these materials, inductive approach, development of concepts and generalizations, "process" (experimentation, observation, predicting possible outcomes, testing possible solutions, record keeping, openmindedness, attitudes), applications.

2. *Science Bulletins***

   a. Bring in and examine with the class the various 7 area bulletins and the new K-2 bulletin.

   b. Cooperatively develop a schedule of science instruction for a 2-3 month period.

3. *Special Instructional Aids****

   Discuss the pros and cons of TV, radio, and textbook in the teaching of science in elementary school.

4. *Science Materials*****

   Bring in and demonstrate the use of "science kits," e.g. on electricity, magnetism, sound, light.

*See
p. 2 ff of "Science K-2" for suggestions useful in all elementary grades

**See
p. 20 ff of "Science K-2" as a model for long-range planning

***See
p. 12 ff of "Science K-2"

****See
Individual area bulletins
pp. 186, 195, 210, 235, 243 of "Science K-2"

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PART III

GUIDELINES FOR AFTER-SCHOOL WORKSHOPS IN INTERMEDIATE AND JUNIOR HIGH SCHOOLS

The purpose of this section is to provide useful suggestions for the teacher trainer conducting these workshops: major topics to be covered, a breakdown into sub-topics, possible activities to be included, recommended materials and relevant references. The sum total is to be regarded not as a prescriptive course of study but rather as a resource from which the teacher trainer can select and adapt topics, problems and approaches that meet the needs of the trainees and the school or schools from which they come.

Enough topics have been presented and developed for 33 two-hour sessions, far more than the maximum time available. While an attempt has been made to group the topics logically, the order in which they are utilized should be determined by the teacher trainer in conjunction with the participants and the school supervisors.

Another variation will be that some workshops will be conducted in two-hour sessions, some in a larger number of one-hour sessions, and some in sessions that will run for two hours or one hour in different weeks. While the topics have been planned for a two-hour duration, most of them can be split into one-hour units where necessary. For example, "Testing and Pupil Appraisal" can be divided into 1) standardized tests and teacher tests and 2) other means of pupil appraisal; "Written and Oral English" can be divided into separate components in the same way.

It will be noted that 25 of the topics are designed for teachers of *various subjects* who can meet together, and 8 of the topics apply to teachers of the *same subject*, such as social studies or mathematics. In the suggested time allocation that follows, it is recommended (but not mandated) that 15 sessions or 30 hours be devoted to topics for teachers of heterogeneous subjects and 5 sessions or 10 hours to topics for teachers of one subject.

In addition to the "special activities and materials" indicated for each session, the following general approaches are presented for use in all sessions:

1. There should be some structuring of each session: a main topic, sub-topics, pivotal questions or problems, provisions for suitable activities and materials, and plans for *workshop* procedures wherever possible.

2. Essential information, such as the nature of the school community or the school ladder of discipline, should be transmitted graphically and efficiently.

3. Time should be provided for open-ended discussion including a free exchange of opinions and experiences and consideration of problems or questions raised by the participants.

4. The atmosphere should be one of informality, give-and-take and sharing.

5. Topics should be covered from both a general standpoint and the standpoint of specific practices or situations in the trainees' school or schools.

6. First-hand experiences and concrete aids should be used where they can contribute significantly to the orientation of the trainee. Examples of such experiences and aids are given for each topic. Films that are mentioned can be obtained on loan from the Bureau of Audio-Visual Instruction.

SUGGESTED ALLOCATION OF TIME

No. of Topics (from which to select)	*Sessions*
1 (First Meeting)	1 (2 hours)
6 (Junior High School Program Disadvantaged Pupils N. E. Pupils Pupil-Teacher Relationships Parent-Teacher Relationships Teacher and Community)	4 (8 hours)
11 (Class Management Planning of Instruction Lesson Patterns Pupil Motivation and Interest Socialization and Pupil Participation Fixing Learnings: Summary, Practice, Drill Homework Testing and Pupil Appraisal Audio-Visual Aids Class Trips Auxiliary Resources)	6 (12 hours)
7 (Reading Written and Oral English Guidance Guidance—continued Health and Safety Intergroup Relations Extra-Class Activities)	4 (8 hours)
8 (Teachers of Same Subject: Aims and Curriculum Special Methods and Features Materials, Aids, Textbooks Individual Differences Correlations with Other Areas Application with Pupil Appraisal New Trends Literature—Content Methodology)	5 (10 hours)
33 topics TOTALS	20 sessions (40 hours)

SUGGESTED TOPICS AND APPROACHES

For Teachers of All Subjects

1. First Meeting
   a. Sub-topics
      1) Exploration of problems and needs in informal conversation
      2) Discussion of topics to be covered in future meetings
      3) Decisions on emphases and priorities
      4) Time for personal or private questions
   b. Special activities and materials
      1) Statements in writing (signed or unsigned) of concerns or problems
      2) Duplicated list of topics for discussion and evaluation

2. The Program in the Intermediate School and Junior High School
   a. Sub-topics
      1) Junior high school: aims, curriculum, activities, problems
      2) Reasons for the intermediate school
      3) Application to the junior high school or intermediate school of the participants
      4) Implications for the individual teacher
   b. Special activities and materials
      1) Tour of building: departments, pupil services, administrative features
      2) Manual or handbooks from participants' school or schools
   c. References
      1) GUIDE TO CURRICULUM IMPROVEMENT IN GRADES 7-8-9
      2) National Association of Secondary School Principals, GUIDELINES FOR JUNIOR HIGH AND MIDDLE

SCHOOL EDUCATION, 1201 Sixteenth St., Washington, D.C. 20036 (50 cents)

3) Film: THE JUNIOR HIGH SCHOOL IN NEW YORK CITY (20 min.)

3. Disadvantaged Pupils

a. Sub-topics

1) Sociological and psychological implications

2) Developing personal and social sensitivity to disadvantaged pupils: their needs, attitudes, aspirations, values, problems, modes of self-expression

b. Special activities and materials

1) Speaker from Human Relations Unit

2) Suitable film or filmstrip (see References)

3) Exploration of specific problems or situations

c. References

1) Frank Riessman, THE CULTURALLY DEPRIVED CHILD, Harper and Row, 1962

2) TV Workshop Series, Channel 31, ". . . AND GLADLY TEACH": Program #6, TEACHING IN URBAN AREAS

3) U.S. Department of Health, Education and Welfare, Office of Education, PROGRAMS FOR THE EDUCATIONALLY DISADVANTAGED, U.S. Government Printing Office, Washington, 1963: Catalog No. FS 5.235: 35011 (50 cents)

4) Human Relations Unit, BRIDGES TO UNDERSTANDING, pp. 21-44

5) Film: MARKED FOR FAILURE (60 min.)

4. N.E. Pupils

a. Sub-topics

1) Language difficulties of N.E. pupils

2) Other problems: cultural differences, integration into school life, other customs and values

3) Methods, activities, materials in various subjects

4) The school's program for N.E. pupils

b. Special activities and materials

1) Discussion led by N.E. coordinator or other resource person

2) Samples of bi-lingual materials (uses and limitations)

3) Suitable film on background or methodology (see References)

c. References

1) EDUCATING STUDENTS FOR WHOM ENGLISH IS A SECOND LANGUAGE

2) PUERTO RICAN PROFILES

3) Clarence Senior, OUR CITIZENS FROM THE CARIBBEAN, McGraw-Hill, 1965

4) Films: YESTERDAY AND TODAY (30 min.); BEYOND THE VALLEY (29 min.)

5. Pupil-Teacher Relationships

a. Sub-topics

1) Discipline: meaning, causes of poor discipline, suggested procedures

2) Ladder of referral in school; the teacher's responsibilities

3) Discussion of specific problems and situations

4) Deeper aspects of pupil-teacher relationships

b. Special activities and materials

1) Circular or chart: the school's referral system

2) Role playing: the teacher and a misbehaving pupil

3) Descriptions of disciplinary problems (What would you do?)

4) Review of "The Road to Discipline" in GETTING STARTED IN THE SECONDARY SCHOOL

6. Parent-Teacher Relationships

a. Sub-topics

1) Importance of good relationships

2) The school's program: parents' association, parent meetings and activities
3) Parent-teacher interviews
4) Other contacts or communications with parents
5) Special problems that may arise

b. Special activities and materials
1) Demonstration parent-teacher interview (live or tape recorded)
2) Problem situations (What would you do?)
3) Copies of parent newsletters, school communications to parents
4) Review of relationships with parents, pp. 161-3, GETTING STARTED IN THE SECONDARY SCHOOL

7. The Teacher and the Community
a. Sub-topics
1) Nature of community or communities from which school draws its pupils
2) Community resources, groups, agencies, problems
3) The teacher as a public relations agent
4) The pupil as a public relations agent

b. Special activities and materials
1) Annotated map or chart of the community
2) Visits to places in the community
3) A walk or trip through the school neighborhood

c. References
1) Jean D. Grambs, EDUCATION IN A TRANSITION COMMUNITY, National Conference of Christians and Jews, 1958
2) BRIDGES BETWEEN SCHOOL AND COMMUNITY
3) Film: STEP BY STEP (22 min.)

8. Class Management
a. Sub-topics
1) Routines in the home room

2) Routines with subject classes

3) Administrative responsibilities: attendance, room leaving, class records

4) Importance of good organization and management

b. Special activities and materials

1) Review of school regulations: circulars, school handbook

2) Compilation of techniques in management contributed by members of group; group evaluation of each technique

3) Review of "Good Management" from GETTING STARTED IN THE SECONDARY SCHOOL

4) Film: CLASSROOM ROUTINES (30 min.)

9. Planning of Instruction

a. Sub-topics

1) Types of plans: daily plans, weekly plans, unit plans

2) Adaptation of planning to different types of lessons or activities and to different ability levels of pupils

3) Relation between planning and teaching: when to follow the written plan, when to deviate

4) Elements common to effective planning

b. Special activities and materials

1) Analysis of plans of various types brought in by workshop participants

2) Examples of lesson plans, unit plans, plans for special purposes

3) Review of p. 95 ("Daily Lesson Plans") and pp. 127-131 ("Sample Lesson Plans") in GETTING STARTED IN THE SECONDARY SCHOOL

10. Lesson Patterns

a. Sub-topics

1) Developmental lesson

2) Supervised study

3) Review lesson

4) Laboratory or pupil activity lesson

5) Basic characteristics of all successful lessons

b. Special activities and materials

1) Demonstration through visits to classes

2) Review of pp. 96-126 of "Your Planning and Your Teaching" in GETTING STARTED IN THE SECONDARY SCHOOL

3) Film: TEACHING TECHNIQUES (18 min.)

11. Pupil Motivation and Interest

a. Sub-topics

1) Interests and felt needs of junior high school pupils

2) Various methods for motivating pupils

3) Methods of holding pupil interest

4) Transitions: motivation to aim; content to application

5) Reasons for inattention or loss of interest; suggested measures

b. Special activities and materials

1) Interviews with pupils, live or tape recorded, on what they find important or interesting in school

2) Practice in planning motivations or approaches for various lessons

3) Group appraisal of motivational techniques brought in or suggested by trainees

12. Socialization and Pupil Participation

a. Sub-topics

1) Art of questioning for maximum pupil response and participation; errors to avoid

2) Other methods: pupil activities, committees, reports

3) Creating a socialized atmosphere

4) Mistakes leading to teacher domination

5) Achieving a balance: teacher guidance and direction without undue domination

b. Special activities and materials

1) Sample questions—pivotal, thought provoking, etc.—for analysis

2) Filmed or taped lessons or excerpts from lessons

13. Fixing Learnings: Summary, Practice, Drill

a. Sub-topics

1) Importance of fixing or reinforcing what has been learned

2) Medial and final summaries: illustrations of various types

3) Difference between practice (application of learning in varied situations) and drill (repetition in same or similar situation)

4) Examples of practice and drill activities

b. Special activities and materials

1) Review of pp. 109-111 on summaries and drill in GETTING STARTED IN THE SECONDARY SCHOOL

2) Evaluation of practice and drill materials prepared by workshop participants

14. Homework

a. Sub-topics

1) Purposes of homework

2) Characteristics of a good homework assignment

3) Different types of assignments (other than textbook)

4) Adaptation of assignments to pupil needs and abilities

5) Methods of checking and evaluating pupils' homework

6) Dealing with pupils who fail to do their homework

b. Special activities and materials

1) Examples of many different types of assignments

2) Workshop: making up assignments to fit lessons and pupils

15. Testing and Pupil Appraisal
    a. Sub-topics
        1) Standardized tests: purposes, uses, limitations
        2) Teacher tests: construction, uses, limitations
        3) Other means of pupil appraisal: performance, products, oral responses, effort, individual progress, growth in intangibles such as attitudes
    b. Special activities and materials
        1) Workshop: construction of test questions
        2) Evaluation of sample copies of teacher-made tests
        3) Copies of standardized tests: reading, work-study skills, mathematics
    c. References
        1) EVALUATION: A MEMORANDUM FOR CURRICULUM WORKERS
        2) University of the State of New York, State Education Department, IMPROVING THE CLASSROOM TEST

16. Audio-Visual Aids
    a. Sub-topics
        1) Types and uses: aids available in trainees' school or schools
        2) Relation to effective instruction
        3) School procedures for requisitioning or borrowing
        4) Problems and cautions in the use of audio-visual aids
        5) Use of everyday aids: the blackboard, materials posted in room, duplicated materials
    b. Special activities and materials
        1) Demonstration: overhead projector, tape recorder, etc.
        2) School circulars: lists of aids, procedures, suggestions for effective use
    c. References
        1) INSTRUCTIONAL FILMS AND TAPES, 1963

2) A-V LEARNING (issued periodically by Bureau of A. V. Instruction)

3) Films: FILM TACTICS (20 min.); NEW TOOLS FOR LEARNING (12 min.)

17. Class Trips

a. Sub-topics

1) Reasons for trips; uses and limitations

2) Preparations for a trip: administrative, educational; involvement of pupils in planning

3) Procedures during a trip: precautions; effective measures for maximum benefits; public relations aspects

4) Follow-up in the classroom after a trip

b. Special activities and materials

1) School forms and circulars related to trips

2) Individual accounts of problems that have arisen; discussion

3) Anecdotal account of trip from inception to conclusion

c. References

1) A GUIDE TO SOME EDUCATIONAL RESOURCES IN THE CITY OF NEW YORK

2) OPERATION N. Y. — USING THE NATURAL ENVIRONMENT OF THE CITY AS A CURRICULUM RESOURCE

3) Films: MUSEUM, CLASSROOM UNLIMITED (20 min.); WORLD IS AT YOUR DOOR (23 min.)

18. Use of Important Auxiliary Resources

a. Sub-topics

1) The school library

2) The after-school study program

3) Radio and television programs

4) Community resources

b. Special activities and materials

1) Visit to the school library

2) Review of radio and television manuals

3) School circulars on after-school study program

c. References

1) Annual Report of the Superintendent of Schools, OUR PUBLIC SCHOOLS, 1954-5, Part I, THE SCHOOL LIBRARIES

2) WNYE Radio Manual and WNYE Television Manual (current editions)

19. Reading in the Intermediate and Junior High School

a. Sub-topics

1) The schoolwide reading program

2) Factors related to pupil progress in reading

3) Improvement in reading through instruction and activities in all curriculum areas; specific illustrations

4) Activities and assignments suitable for poor readers

b. Special activities and materials

1) Demonstration lesson in reading (in subject other than English)

2) Data on pupil levels and progress in reading

3) Samples of materials and exercises used in various subjects to improve reading

c. References

1) READING IN THE SUBJECT AREAS, Grades 7, 8, 9

2) READING, Grades 7, 8, 9

3) THE RETARDED READER IN THE JUNIOR HIGH SCHOOL

20. Written and Oral English

a. Sub-topics

1) Responsibilities of English teachers; of other teachers

2) Activities to promote skill in written and oral English
3) Standards to be maintained for written and oral English in all subjects
4) Relation to notebooks, test marks, class work, homework

b. Special activities and materials
1) Written work shown and analyzed; opaque or overhead projector
2) Pupil notebooks examined and evaluated
3) Tape recordings of pupil talks or oral answers, analyzed for needs in subjects other than English

c. References
1) TEACHING COMPOSITION, Grades 7, 8, 9
2) TOWARD BETTER SPEECH

21. Guidance
a. Sub-topics
1) Relation to total junior high school program (or intermediate school)
2) Guidance organization, personnel, activities in participants' school or schools
3) The teacher's role: in the home room, in the recitation class, in relations with pupils
4) Alertness to pupils in need of guidance or counseling

b. Special activities and materials
1) Role playing to illustrate specific situations or approaches
2) Relevant circulars issued by school
3) Participation by one of school counselors

c. References
1) Relevant issues of GUIDANCE NEWS (Bureau of Education and Vocational Guidance) and PATHWAYS TO GUIDANCE (Bureau of Child Guidance)

2) MANUAL OF PROCEDURES IN INDIVIDUAL AND GROUP GUIDANCE IN JUNIOR H.S.

3) Films: EACH CHILD IS DIFFERENT (17 min.); AGE OF TURMOIL (20 min.); HE ACTS HIS AGE (15 min.)

22. Guidance (continued)

a. Sub-topics

1) Guidance through the curriculum: application to various subject areas

2) Guidance aids and techniques: anecdotal records, sociograms, etc.

3) Relationship between guidance and discipline

4) The teacher's responsibilities and limitations in guidance and counseling

b. Special activities and materials

1) Work with sample anecdotal records and sociograms: style, method, interpretation, uses

2) Demonstration pupil-teacher interview (live or taped)

23. Health and Safety

a. Sub-topics

1) Health services and personnel in the school

2) Teacher responsibilities for health and safety: home room, recitation class; health records

3) Review of safety regulations and precautions

4) Health and safety in the curriculum (various subject areas)

5) Mental health and mental hygiene

b. Special activities and materials

1) Copies of health records, referral forms, accident reports

2) Symptoms of illness to watch for: pictures or descriptive materials

3) Participation of resource person: nurse or health counselor

4) Review of teacher responsibilities for pupil health and safety, pp. 154-6, GETTING STARTED IN THE SECONDARY SCHOOL

c. References

1) HEALTH GUIDANCE AND HEALTH SERVICE IN SECONDARY SCHOOLS

2) SAFETY EDUCATION IN THE ELEMENTARY AND JUNIOR HIGH SCHOOL

21. Intergroup Relations

a. Sub-topics

1) Importance of human relations and intergroup relations; relation to integration

2) The teacher's role in fostering integration and good intergroup relations through: curriculum and instruction, personal attitudes and approaches, relations with pupils and parents, support of the school and community program

3) The school's program for strengthening intergroup relations

4) Problems that may arise: approaches to meet these problems

b. Special activities and materials

1) Guest speaker from Human Relations Unit or community organization

2) Descriptions of specific situations (What would you do?)

3) Suitable film or filmstrip (see References)

c. References

1) Division of Curriculum Development, HOW THE CURRICULUM CAN PROMOTE INTEGRATION

2) Meyer Weinberg, ed., LEARNING TOGETHER: A BOOK ON INTEGRATED EDUCATION, Inte-

grated Education Associates, 343 So. Dearborn St., Chicago, Ill. 60604, 1964 ($1.75)

3) BRIDGES TO UNDERSTANDING, pp. 10-20, 45-64

4) Films: BOUNDARY LINES (11 min.); FACE TO FACE (30 min.); THE NEWEST NEW NEGRO (30 min.); CHALLENGE TO AMERICA: THE ROLE OF EDUCATION IN INTERGROUP RELATIONS (25 min.)

25. Co-Curricular and Extra-Curricular Activities

a. Sub-topics

1) Assemblies

2) Student government

3) Activities utilizing pupil interests and talents: school publications, musical activities, clubs, sports

4) Student services: squads, monitorial assignments

5) Relation of these activities to instruction, learning, pupil needs and pupil growth

b. Special activities and materials

1) School circulars or handbook on extra-class activities

2) Student publications; minutes of club meetings

3) Conversations with student leaders (live or taped)

4) Visits to extra-curricular activities

c. References

1) THE HIGH SCHOOL STUDENT AND HIS G.O.

2) CONDUCTING SCHOOL CIVICS CLUBS

For Teachers of the Same Subject

1. Overview of the Subject Area

a. General and specific objectives

b. Major aspects of the curriculum (Grades 6 to 8 or 7 to 9)

c. Review of curriculum bulletins in subject area

2. Special Methods and Features

a. Important lesson patterns: for example, teaching a skill

in physical education, a poetry lesson in language arts, a laboratory lesson in science

b. Special methods or features, such as map and globe skills in social studies, safety in industrial arts shops, language laboratories in foreign language

3. Materials and Aids
   a. Special equipment and supplies as in practical arts, science, health education, music
   b. Instructional materials in the subject field; textbooks
   c. Audio-visual aids for the subject

4. Providing for Individual Differences in the Subject
   a. Through class work: questioning, activities; grouping where feasible
   b. Through individualized activities and assignments
   c. Through adaptation of subject matter and skills

5. Correlation of the Subject with Other Areas
   a. Block and core programs
   b. Correlation with other subjects
   c. Correlation with school activities; for example, visual aids squad (science), school publications (language arts, art), various clubs (mathematics, current events)

6. Application and Pupil Appraisal in the Subject
   a. Application to pupil needs, interests, experiences
   b. Practice and drill: written exercises and materials; performance as in health education or typing; oral practice or drill as in foreign language or music
   c. Different types of testing and appraisal in the subject

7. New Trends
   a. In curriculum; for example, the new K-12 curriculum in social studies, and "modern math"
   b. In methodology; for example, audio-lingual approaches in foreign language
   c. In organization and materials as applied to the subject: programed instruction, team teaching, etc.

8. Professional Growth in the Field
   a. Educational literature (books, periodicals) in subject matter and methodology
   b. Professional organizations, institutes, meetings, conventions

References for Teacher Training

1. TV Workshop [illegible]. AND GLADLY TEACH (Teacher Orientation), AMERICA'S CULTURAL HERITAGE, GUIDING THE LEARNING OF ATYPICAL CHILDREN (See Bulletin of In-Service Courses, 1966-7, pp. 70-73)
2. Bureau of In-Service Training: FILMS FOR TEACHER TRAINING (mimeo), 1965; KINESCOPES FOR TEACHER TRAINING (mimeo), 1966
3. SUPERVISOR'S MANUAL FOR HELPING NEW TEACHERS: pp. 1-10 and pp. 25-52, "Helping New Teachers in Secondary Schools"
4. Bureau of Audio-Visual Instruction: INSTRUCTIONAL FILMS AND TAPES, 1963; 1965 supplement in A-V LEARNING, April-May 1965; 1966 supplement in A-V LEARNING, June 1966 (See TEACHER EDUCATION in index of these publications)
5. 1966-7 Television Manual, WNYE, TELEVISION FOR TEACHERS, pp. 265-269 (communicate with Bureau of Audio-Visual Instruction or District Audio-Visual Supervisor for information on specific content of each program and availability of kinescopes)